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ABSTRACT

Brief, one-paragraph descriptions are provided of 21 learning activities designed to integrate humanities instruction into community college occupational curricula. The activities, undertaken at colleges nationwide, are described under four headings: (1) interdisciplinary courses, which introduce a variety of humanities disciplines to non-transfer students; (2) specialized humanities courses for targeted occupational areas, including ethics courses for allied health occupations majors; (3) humanities modules, such as "Dignity and Work," which can be integrated into vocational courses; and (4) faculty development workshops or guest lecture programs undertaken by four community colleges to promote the inclusion of the humanities in vocational curricula. Each descriptive paragraph lists the objectives of the activity, the name of the sponsoring institution, and the name of the contact person. (JP)

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Integrating the Humanities and Occupational Programs--An Inventory of Current Approaches.

Project Report #12

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PROJECT REPORT #12: INTEGRATING THE HUMANITIES AND OCCUPATIONAL PROGRAMS-- AN INVENTORY OF CURRENT APPROACHES

Miriam M. Beckwith

Based on its studies of humanities education in two year colleges, the Center for the Study of Community Colleges has recommended a number of intervention strategies. These strategies are designed to counter and, if possible, reverse the current trend which reveals a diminution both in enrollment and in curricular importance of the humanities. One strategy that Center staff have strongly advocated is to extend the humanities through a variety of formats into the expanding occupational and career programs.

It is encouraging to see a heightened awareness of the need to integrate the humanities with professional and career preparation at all levels of post secondary education -- two-year, four-year, and graduate institutions. In the two-year college individuals and departments are utilizing the following four methods of integrating humanistic thinking and content into occupational courses and curricula:

- designing an interdisciplinary humanities course
- creating a specialized humanities course or revising an existing humanities course so that the content is targeted for specific occupational programs
- creating humanities modules that deal with issues and content pertinent to a given vocational area
- preparing resource materials such as bibliographies, study guides, study questions, etc. or serving as a resource person through guest lectures

These approaches share two major goals. The first is to introduce students to the relationship between learning to work and learning to understand man's expression of self through relevant experiences. The second is to do this in the context of the time constraints present in many occupational programs with the students' heavy schedules and numerous requirements.

The remainder of this paper will highlight examples -- either currently being used or in the planning stages -- of the four approaches. Where possible the names of the person or persons to contact for further information will be included.

Interdisciplinary Courses

·Hagerstown Community College (Hagerstown, Maryland), Michael Parsons, "The Arts: A Creative Synthesis"

This course, which combines art, drama and music, has been taught over five years. It is now required in four career programs -- business administration, communications, electrical engineering technology, and mechanical engineering technology. It is designed to introduce non transfer students to the styles, techniques, and philosophies of the humanistic disciplines through films, guest lectures, field trips, and student projects.

·Abraham Baldwin College (Tifton, Georgia) Gary Roberts "Life Studies"

Life Studies is a three course sequence in the humanities emphasizing history, literature, philosophy, and writing. Instituted six years ago to replace the general education requirements in history and English, the chief objective is to demonstrate the relevance of the humanities to students who are preparing to be technicians and middle level managers in agriculture or agriculturally related fields. The course is thematic with one five-hour course devoted to each of the following themes -- natural rights, identity, and change. The latter theme emphasizes technology as an agent of change. A variety of instructional formats are used and humanities faculty, technology faculty, and students all attest to the effectiveness of the course.

·Yakima Valley Community College (Yakima, Washington) Charles Goemmer and Douglas Nott "Humanities Encounter"

Offered for the first time in Fall 1981, "Humanities Encounter" is a one unit course that introduces drama, art, music, and literature through lectures, visits to galleries, and performances to students in the auto mechanics and agriculture programs as well as other interested students. The course was conceived by the chairman of the occupational programs and cooperatively planned by him and the humanities chairman. Because it was offered at 5 P.M. to fit in with the students other course times and work schedules, the vocational faculty not only supported the course but guaranteed enrollment for it.

·Saddleback Community College (Mission Viejo, California) James Thorpe "Living With Technology"

This course will be offered for the first time in Spring 1981 and will be open to all students to meet the general education requirement under Life Skills. It involves faculty from various vocational and academic disciplines who will provide an introduction to the history and concepts of technology as well as a survey of the vocational opportunities and related educational requirements in current technological fields. First hand experiences with technological processes (i.e. computers, optical scanners in supermarkets) are an integral part of the course as are discussions on the issues of technology and human values (i.e. privacy, medical technology, the question of life and death, and the future of technology).

·Brevard Community College (Cocoa Beach, Florida) Robert Aitken "Introductory Humanities Course"

Like Saddleback's course, Brevard's new interdisciplinary course will first be offered in Spring 1981. However, the latter course while open to all is targeted for Associate in Science and technical students and will be one option in the general education requirement. The course focuses on four major topics -- humans in nature, humans and humans, humans and the divine, and humans and technology -- and uses a variety of sources for instructional material. A recently formed Lay Advisory Council to the Humanities provided input during the planning of the course and the vocational instructors support and endorse this new offering.

Two other interdisciplinary humanities courses should also be mentioned.

"The Art of Being Human" at Miami Dade Community College (Miami, Florida) Drs. Richard Janero and Thelma Altshuler and "Mirrors of the Mind" Valencia Community College (Orlando, Florida) Dr. Louis Schlegel. While neither course is designed specifically for occupational students, Valencia's course is now required in certain occupational-technical programs and others have it as their number one elective; and Miami Dade's course attracts large numbers of occupational students. Instructors at both institutions have written their own textbooks for the courses and the texts are accompanied by media presentations and by activities that require students to think and to write. At Valencia students are told they will acquire specific competencies from the course; by the end of the semester students recognize the gains they have made in critical reading, critical thinking, framing concepts, and synthesizing.

Specialized Courses for Targeted Occupational Programs

·Shoreline Community College (Seattle, Washington) Ann McCartney and Elizabeth Norlis "Perspectives on Dying"

This course is a joint effort by two instructors, one from the humanities and one from nursing. Originally the course was designed to assist nursing students deal with the terminally ill and their families. However in response to student demand, it is now open to all students. Both the faculty involved and the students enrolled endorse the multi-perspective approach and the team teaching format.

·Highline Community College (Midway, Washington) Charlotte Davis "Literary Reflections on Living/Suffering/Dying"

Short stories, poems, and plays are utilized for the emotional insights and perspectives they shed on these universal issues. Again, the content is tailored for nursing students, but others are invited to enroll for either one or three academic credits. Class size is limited to 24 to encourage group discussion.

·Oakton Community College (Morton Grove, Illinois) Phyllis Woloshin "Medical Ethics"

Designed for students in allied health programs, this philosophy course covers the following topics: genetic engineering and testing, abortion, health care delivery, euthanasia, death and dying, and personal rights. Traditional ethical theories are presented as well as non-western views on the above issues with the intent that students will develop their own ethical criteria to deal with these professional issues.

·Johnson County Community College (Overland Park, Kansas) Landon Kirchner "Ethical Issues in American Health Care"

Offered for the first time in Spring 1980, this one unit humanities course for nursing students addresses the value issues that attend the changes taking place in biological sciences and the resulting changes in the health care system. Old assumptions are questioned, roles and procedures are re-examined, and means and goals are re-evaluated on the following: informed consent, right to refuse treatment, abortion, suicide, and allocation of medical resources.

•Skagit Valley College (Mt. Vernon, Washington) Walter Coole "Introduction to Ethics"

After completing a core of fundamental subject matter in the introduction to ethics course, students can take the code of ethics for their intended occupational choice and compare their own moral views to that of the profession. Nursing, law enforcement, and education students, as well as those in other occupational programs, have examined their occupations' code to determine which are good on paper but not in practice, which are consistent with practices in the working world, and which need to be revised or updated. Mr. Coole has developed professional-ethics projects for about 200 different occupations.

•Cerritos College (Norwalk, California) Sylvia Hubbell "Spanish for Careers"

This Spanish course is individualized for persons planning to enter or already working in the areas of allied health, law enforcement, and fire science. The course is offered both on campus and in various off campus locations to accomodate the needs of people in these fields. The emphasis is on the technical language required in each of these professions.

Modules

•Johnson County Community College (Overland Park, Kansas) Landon Kirchner, Scott Yeargain and Lois Nettleship

Three types of humanities modules have been developed and implemented for the law enforcement program, nursing program and business program. Ms. Nettleship, a history instructor, researched, wrote, and delivered four classroom presentations on 1) history of the police and the political machine, 2) history of changing definitions of crime, 3) history of vagrancy laws, 4) Bill of Rights. A bibliography for faculty, list of source material for class discussion, and possible student projects accompany each topic. Each of the classroom presentations have been video-taped for future use by faculty in the law enforcement program.

Mr. Yeargain, a philosophy instructor, has developed seven case problems on ethical issues in business. These cases pose real-life situations and involve students working through various conflicting principles and concluding that there are situations where it is difficult to choose one solution over another. When used in business management courses, students seemed to appreciate the technique and the necessity for examining such issues. Mr. Yeargain also brought several consultants to campus and interviewed them on video-tape on ethical issues in nursing and business. These interviews are available for instructors in the two programs to use where appropriate. However experience now indicates that the tapes would have greater classroom applicability if the instructors utilizing them had been involved in the interview process and had directed the questions to the outside consultants.

•Edmonds Community College (Edmonds, Washington) Mary Hale and Barbara Morgridge "Dignity and Work"

The first in a planned series of three one unit modules was offered in Fall Quarter, 1980. The module, specifically designed for vocational students,

examined themes in the American Labor Movement through film, literature, local history, art and song. Some vocational instructors canceled their classes to allow students to attend the full day module. Over 100 students attended and 76 registered for credit. Six instructors from various disciplines were involved and a labor activist provided a Washington labor movement perspective. In February the module will be repeated on two evenings for night students. The Labor Movement module is accompanied by an extensive bibliography citing fiction and non fiction works as well as films dealing with the topic. A number of works on Washington's labor history are included. A third module with different content will be offered in May.

Still in the planning stage are a variety of modules targeted for students in the horticulture and electronics programs focusing on the concept of design. These modules will present the concept of design in such fields as art, music, computer programming, and airplane construction.

·Amalgamated Clothing and Textile Workers Union (15 Union Sqare, New York, N.Y. 10003) Victoria Lebovics

While not a community college, the modularized materials developed by the humanities project staff for their union members could easily be utilized by a two-year college. The films, short stories, poetry and accompanying discussion questions highlight two themes. The first theme is the slow, frequently painful steps taken by various workers to achieve unionization and the changing role of women in the union movement. The second theme is craftsmanship as seen in a variety of pursuits and activities.

Modules in the Planning Stage

·Santa Monica College (Santa Monica, California) Barbara Bilson

Working with an instructor in machine technology, Ms. Bilson has sketched out a series of modules featuring the machine as it is portrayed in various art forms. One module would deal with the machine in art, another with the machine in music, and a third with the machine in literature. These modules will be targeted for students in the machine technology program.

·Clark County Community College (Las Vegas, Nevada) Joan Doggerell; Big Bend Community College (Moses Lake, Washington); Alice Milholland, Spokane Falls Community College (Spokane, Washington); C. Bryan West

These three English instructors are developing literature modules to be used with different occupational students. Mr. West has the cooperation of the business faculty and will utilize literature selections where the content is relevant to students in that program. The other two instructors do not intend to focus on one particular occupational area; instead they intend to use literary works that will have applicability to a broader group of occupational students.

·Indian Hills Community College (Ottumwa, Iowa) David Harris

A three week module on the theme of "Change in Technology" is being developed. The module will be utilized in the various agriculture technology

programs and will involve team teaching by faculty from these programs and instructors from literature, sociology, and religion.

Resource People and Resource Material

•Miami Dade Community College (Miami, Florida) Thelma Altshuler

By combining humanities classes that meet at the same time, instructors are able to share their expertise and dialogue with each other and with students on topics such as, "How does the design of a super market (other building) guide human behavior?", or "The artist as outsider -- fact or fancy?" It is hoped that this guest lecturing/joint discussion format will be extended to include instructors in other academic and occupational areas.

•Clark College (Vancouver, Washington) Allen Gates "Faculty Interchange"

To encourage faculty to serve as guest lecturers, some faculty development funds have been allocated to this new program. Faculty who agree to lecture in another course are given a small honorarium.

•Johnson County Community College (Overland Park, Kansas) Landon Kirchner

Building upon the informal practice of faculty from the humanities and social sciences lecturing on a variety of subjects in their colleagues classes, the college established a seminar series which drew faculty from all areas of the campus. The series provided an opportunity for instructors to share their ideas on social, educational and professional issues. This activity promoted contacts between humanities faculty and occupational faculty and led to the development of humanities modules for the law enforcement,business and nursing programs.

•Shoreline Community College (Seattle, Washington) Denzil Walters, Dennis Peters, Louise Douglas

The idea of faculty serving as guest lecturers in their colleagues classes gained momentum through a workshop held on the campus in October, 1980, as part of the Washington State "Revitalizing the Humanities in the Community College" project. Faculty have both requested lectures and offered to speak on topics such as "The Psychology of Change in Human Food Behavior", "The Accoustics of Music", "History of Tools", "The Metric System" and "Pythagoras and His Cult in Greece." The actual lecturing will begin Winter Quarter, 1981. It is hoped that some funds or release time can be granted so that one faculty member can serve as a campus coordinator to match requests with expertise and to arrange the scheduling of these guest appearances.

Resource material such as bibliographies and discussion topics and questions are frequently developed to accompany modules. It is questionable whether resource materials that do not accompany or supplement some type of lecture or presentation would be used by either occupational faculty or students.

This report is one in a series of reports being written as part of "Revitalizing the Humanities in the Community College," a Washington State Board for Community College Education project funded by the National Endowment for the Humanities.

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